

STI OFFICE 9.0 DATA STANDARDS

Quick Reference Guide

Modified July 7, 2006

**Division Data Policy Management and Research
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NOTE: New data standards are signified by red text

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Purpose

The purpose of the STI Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into STI Office. This document lists the table and element names with a screen print of the required locations. The data tables listed are required by Kentucky Department of Education for schools to enter in the system for their school, students and teachers.

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'Daily' Menu

Daily | Discipline Incidents

Data Steward: Student, Family and Community Support

The screenshot shows a Windows-style dialog box titled "Record will be Added" with a close button (X) in the top right corner. The dialog contains several input fields and checkboxes organized into sections:

- Incident Details:**
 - Date:** A date picker showing 8/15/06.
 - Time:** A time picker showing 1:20PM.
 - Description:** A text input field.
 - Infraction:** A dropdown menu with "Threatening Another Student" selected.
 - Location:** A dropdown menu.
- Results:** Four checkboxes: ☐ Call to Police, ☐ Arrest, ☐ Charges, and ☐ Civil Proceedings.
- Flags:** Two checkboxes: ☐ Gang Related and ☐ School Sponsored Event.
- Violations:** Two dropdown menus labeled "Law:" and "Board:".
- Notes:** A large text area for notes.
- Other:** Two checkboxes at the bottom left: ☐ Weapon Involved and ☐ Non-School Hours.

At the bottom right of the dialog are "OK" and "Cancel" buttons.

Table Name/Description – Discipline Incidents Table (dic tables)

Incident Details:

Date: Use the rolling date box to select the date the incident occurred

Infraction: Select the type of infraction from drop down menu

Location: Select the location the infraction occurred from drop down menu

Results:

Call to Police: Check box if incident resulted in call to police

Arrest: Check box if incident resulted in arrest

Charges: Check box if infraction resulted in charges being filed

Civil Proceedings: Check box if incident resulted in civil proceedings

Flags:

Gang Related: Check box if incident was Gang Related

School Sponsored Event: Check box if incident happened at a school-sponsored event

Violations:

Law or Board violation must be selected for any SSP1, SSP2, SSP3, SSP5 or SSP6 disposition.

Law: Select the Law Violation Code from the drop down menu

Do not choose a Board violation if you have selected a Law violation

Board: Select the Board Policy violated from the drop down menu
If the incident could be board or law violation, you should choose Law, the most severe

Weapon Involved: Check box if weapon was involved with incident

Non-School Hours: Check box if incident occurs outside school hours

Daily | Discipline Incidents | Participants

Data Steward: Student, Family and Community Support

Participants/Witnesses/Victims (Tardiness)

Participants | Witnesses | Victims

Name
Bolton, James C.

Edit

Insert

Change

Delete

☐ Cycle

Navigation: First, Previous, Next, Last, Search

Table Name/Description – Participants, Witnesses, Victims (div tables)

Type: Select from the drop down menu whether the participant, witness and/or victim is a Student, Teacher/Staff or Other

Name: Enter the full name of the participant, witness and/or victim by selecting the appropriate tab

‘Student’ Menu

Students | Add/Edit Student Information | Demographics

Data Steward: Data Policy Management and Research

Record will be Added ()

☐ Change Others at Same Phone ☐ Apply Changes to Guardians

Student Information

Number: Previous #: Picture File:

Last Name: Grade: Home Rm: Cnt:

First Name: Age Equiv: Teacher:

Middle: Suffix: Orig Entry: At Group:

Nickname: Race: Gender:

SSN\$: DOB:

Mailing Address

Address:

City: ☐ Unlisted

State: Zip Code:

AC/Phone: ☐ Unlisted

Physical Address

Address \$:

City: ☐ Unlisted

State: Zip Code:

SES: Icode: Miles:

Bus 1: Stop:

Bus 2: Stop:

Counselor:

Sched Type:

Scale:

Next School: Geo Code:

Prev School:

SSID:

Alternate:

Table Name/Description – Students (stu tables)

Student Number (SID): This is your student number and should contain either the student’s social security number or a 10 digit assigned number beginning with the district and location number followed by a sequential number. **Students, who are assigned a ten-digit identification number, are to keep the identification number originally assigned to them; the identification number does not change each time the student changes schools or districts.**

Last Name: The last name given to a student at birth or legal court documents, as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. NO PUNCTUATION; 1ST CHARACTER MUST BE AN ALPHA CHARACTER

First Name: The first name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the student, please don’t use nickname here. NO PUNCTUATION; 1ST CHARACTER MUST BE AN ALPHA CHARACTER

Middle Name: The middle name given to a student as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. If a student does not have a middle name it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter. If a female student is married, it is acceptable to put the maiden name in the middle name field. If a student has more than one middle name, please place both names in the middle name field. NO PUNCTUATION; 1ST CHARACTER MUST BE AN ALPHA CHARACTER

Suffix: An appendage, if any, used to denote a student's generation in his family. (e.g., Jr, Sr, III). The suffix should not contain any punctuation.

Social Security #: This field should contain the official number given by the Social Security Administration. If a student or parent refuses to give the information it should be left 000-00-0000. The STI program will format the SSN with dashes for you. The field should only contain the SSN as assigned. DO NOT place the student number in the SSN field. The field should only contain the SSN as assigned. **Required for KEES report of students in grades 8-12**

Mailing Address 1: *Mailing* address of student; use standard USPS abbreviations: PO Box
NO PUNCTUATION; TOGGLE CASE
View the guidelines for address standardization at
<http://www.abspresort.com/client/addstan.htm>

City: City of *mailing* address of student's residence

State: State of *mailing* address of student's residence. Use the official USPS abbreviation (i.e., KY=Kentucky, TN=Tennessee)

Zip Code: Zip Code of *mailing* address of student's residence - 5-digit code required; 4-digit extended zip code optional

Address Unlisted: Required to be checked if parent notifies school that address is unlisted

AC/Phone: 3-digit area code in first field, phone number in second field: FORMAT ###-####. If a student does not have a phone number, enter 000-0000

Phone Unlisted: Required to check if parent notifies school that phone is unlisted

Physical Address 1: *Physical* residence address for student; use standard USPS abbreviations: Court - Ct; Road - Rd; Avenue - Ave; Street - St; Boulevard - Blvd; Parkway - Pkwy; Highway - Hwy; Route - Rt; Lane - Ln; Circle - Cir; Place - Pl; Drive - Dr
Use shortcut key F12 to copy mailing address to this line

NO PUNCTUATION; TOGGLE CASE
View the guidelines for address standardization at
<http://www.abspresort.com/client/addstan.htm>

City: City of *physical* address of student's residence

State: State of *physical* address of student's residence. Use the official USPS abbreviation (i.e., KY=Kentucky, TN=Tennessee)

Zip Code: Zip Code of *physical* address of student's residence - 5-digit code required; 4-digit extended zip code optional

Grade: Use drop down menu to select grade level of student, 95-infants, 96-1 year olds, 97 – 2 year olds, 98 – 3 year olds; 99 – 4 year olds; 0 – Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 14 - self-contained special education

Age equivalent: System defaults to grade level selected for student, change default only when Grade 14 (self-contained special ed) is used to designate student's grade level. In this case, the age equivalent grade is the grade level the student would be in according to their age.

Original Entry: Month, day, year (##/##/##) of an individual's initial entry into a Kentucky public school - If a student enrolls in Kentucky as an entry level student, withdraws to non-Kentucky school and returns several years later, the original entry date would NOT change. **(Initial Entry Only)**

Race: Use drop down menu to select General Racial Category, which most accurately reflects the individual's identity, 1-White; 2-Black; 3-Hispanic; 4-Asian/Pacific Islander; 5- American Indian/Alaskan Native; 6-Other

DOB (Date of Birth): Enter month, day, year (##/##/##) on which the student was born

Gender: Select student's gender from drop down menu - Male or Female

SES: Select from the drop down menu the student's lunch code status:

4198-Paid Lunch

4103 Free Lunch-Eligible

4104 Reduced Lunch-Eligible

This drop down menu is defaulted to no access for all users; administrator must give appropriate personnel access to the Homeless information.

T-Code: Select from drop down menu the appropriate Transportation Code for student, as defined below:

NT – Not Transported

T1-Twice Daily>Mile

T2-Twice Daily<Mile

T3-Once Daily>Mile

T4-Once Daily<Mile

T5-Special Transport

After running your 1st PA2, transportation code must be changed under "Options" button.

Schedule Type: Required for every student to define the student's attendance day pattern

Next School: Select from the drop down menu the next school the student will be attending. This will be required only for the students in exiting grade levels, excluding graduating seniors.

SSID: State Student Identification Number assigned to all district served students through STIEnrollment.

Program 504: Select checkbox if student with disability meets the conditions under section 504 of the Rehabilitation Act. This does not include children with disabilities who have an IEP.

Data Steward – Federal Programs

Birth Certificate #: A number identified by a written statement or form issued by the Office of Vital Statistics verifying the name and birth date of the child as reported by the physician attending at birth. The number used from the birth certificate is a combination of the File Number, birth year-####, and the 5 digits that follow the birth year (e.g. 116 2002 34054) **(Initial Entry Only)**

Data Steward – Data Policy Management and Research

Citizen: Use the drop down menu to select the status of the student's citizenship and/or residency in the United States; system default is U.S. Citizen

Data Steward – Data Policy Management and Research

Nationality: Select nationality of student from drop down menu; system default is United States

Data Steward – School Finance

Birthplace: Name of county, e.g. SHELBY in which the student was born **(Initial Entry Only)**

Data Steward – Data Policy Management and Research

Home Language: Choose from an alphabetical list of world languages. If the language is not on this list, choose other. Home language is defined as the language most frequently spoken at home. This information is obtained through question 1 on the Home Language Survey available on TransACT. **In the case of a foreign born student living in an English speaking home of his/her adopted family, choose the student's native language.** If a student's Home Language is Native American, select Native American from the home language drop down menu. The next data element, Native American Home Language will become active. Then select the specific Native American Home Language from this drop down menu.

Data Steward – Curriculum Development

Native American Home Language: This drop down menu will only become available if under the Home Language drop down Native American is chosen. Choose from an alphabetical list of Native American languages. If the language is not on this list, choose 'Other'. **If a student speaks a world language this drop down menu will not be available.**

Data Steward – Curriculum Development

Migrant: Migrant student is defined as an individual who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work –

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

A migrant student may or may not be an immigrant, and may or may not be a refugee.

KEY FEATURES: nature of parent's work and mobility across school districts

Data Steward – Curriculum Development

Refugee: Refugee is defined as a person outside of his or her country of nationality who is unable or unwilling to return because of persecution or a well-founded fear of persecution on account of race, religion, nationality, or membership in a particular social group, or political opinion. Refugee families may also have fled from war or natural disaster.

A refugee student may or may not be an immigrant or may or may not be a migrant.

KEY FEATURE: reason for immigration to the United States

Data Steward – Curriculum Development

Language Proficiency:

- **IFEP** (Initially Fully English Proficient) -- A student who is screened for English language proficiency because he/she comes from a non-English language background, and upon initial assessment of English language proficiency scores FEP. This initial/screening assessment of English language proficiency should occur when the student first enters a school district in the U.S. Because of the student's fully English proficient status, the student does not qualify as LEP.
- **LEP** (Limited English Proficient) - Check if student is LEP. When used with respect to an individual, means an individual:
 - (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary or secondary school;
 - (C) (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English Language Proficiency; **or**
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - (D) whose difficulties in listening, speaking, reading, or writing the English language may be sufficient to deny the individual:
 - the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - the ability to successfully achieve in classrooms where the language of instruction is English; **or**
 - the opportunity to participate fully in society.

A LEP student may or may not be immigrant, migrant, and/or refugee.
A LEP student is always considered Non-English language Background.
- **RFEP** (Re-designated Fully English Proficient) -- A student, after having been designated LEP based on the initial assessment of English language proficiency, subsequently scores FEP on the ACCESS assessment of English language proficiency.

If Language Proficiency option is selected, please click on the ellipse button to fill out required information. Refer to page 12 of this document.

Data Steward – Curriculum Development

Immigrant: Immigrant student is defined as an individual who:

- (A) is aged 3 through 21;
- (B) was not born in any State (of the United States of America); and
- (C) has not been attending one or more schools in any one or more States for more than 3 full academic years.

An Immigrant student may or may not be an LEP student. An immigrant may or may not be a migrant and may or may not be a refugee.

Although the definition of immigrant specifies an ages 3-21, **districts are not required in STI to identify and report preschool LEP immigrant students.**

Data Steward – Curriculum Development

Non-English Background: A student has a Non-English language background if a language OTHER THAN ENGLISH is the answer to any of the following four questions in the home language survey:

1. What is the language most frequently spoken at home?
2. Which language did your child learn when he/she first began to talk?
3. What language does your child most frequently speak at home?
4. What language do you most frequently speak to your child?

A student with a Non-English language background may or may not be LEP, but an LEP student is always considered to have a Non-English Language Background.

Data Steward – Curriculum Development

PTP/Gifted: Required to be checked if student is selected as Primary Talent Pool/Gifted and Talented student. **If PTP/Gifted checkbox is selected, please click on the ellipse button to fill out required gifted information. Refer to page 18 of this document.**

Data Steward – Curriculum Development

Title I: Required to be checked if student is eligible or receives Title I services. NOTE: If this is a school wide program it may be set as a default in **Utilities | System Utilities | System File Information | System Information Tab**; if you do this it is not necessary to select every student in the school on the demo screen. **If Title I checkbox is selected, please click on the ellipse button to fill out required information.**

Data Steward – Federal Programs

Title I Ellipse Screen

The screenshot shows a software window titled "Title 1" with a standard Windows-style title bar (minimize, maximize, close buttons). The window is divided into two main sections. The first section, "Instructional Services", contains five checkboxes: "Mathematics", "Social Studies", "Reading/Language", "Vocational/Career", and "Science". Below these is a text input field labeled "Other:". The second section, "Support Services", contains one checkbox labeled "Supporting" and another text input field labeled "Other:". At the bottom right of the window is an "OK" button.

Instructional Services: Check all that apply

Mathematics
Reading/Language
Science
Social Studies
Vocational/Career
Other, specify

Support Services: Check all that apply

Supporting

Other, specify

Foreign Exchange: Required to be checked if student is part of the Foreign Exchange Program
Data Steward – Data Policy Management and Research

Opt out Private Info: Required to be checked if student's information is not to be released to military organizations or other non-educational agencies per parent or student's request

Data Steward – Data Policy Management and Research

Homeless: Required to be checked if student is reported to be a homeless child/youth. The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence. Which includes children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters, are abandoned in hospitals or are awaiting foster care placement; children and youths who have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103 (a)(2)(C); children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

This drop down menu is defaulted to no access for all users; administrator must give appropriate personnel access to the Homeless information.

Data Steward – Federal Programs

Status: Upon selection of Homeless indicator this menu will be activated, enter Student's Temporary Living Status:

Emergency Runaway Shelter

Motels/Hotels

Public/Private Nighttime Shelter

Special Care Facilities

Spouse Abuse Center

Uninhabitable Places (Buses, Cars, Old Buildings)

Friends or Relatives

Temporarily Placed by CFC due to Neglect or Abuse

Unaccompanied youth – not in the custody of a parent or guardian

Other – campgrounds, under bridges

This drop down menu is defaulted to no access for all users; administrator must give appropriate personnel access to the Homeless information.

Data Steward – Federal Programs

Part C ID: This is the Student Identification number assigned to infants and toddlers who have been identified and receiving services under the state's Part C, Program known as First Steps. Part C refers to the part of the Individuals with Disabilities Education Act that provides for services to Infants and Toddlers with disabilities ages birth through two (until their third birthday). Schools and districts must track and report if these children have been referred for services under Part B and if so when Part B eligibility status is determined, and if eligible when services began. The Part C ID number is currently provided to either the District's Preschool Coordinator or Director of Special Education four times during the school year. This information is made possible through a Memorandum of Understanding between the Kentucky Department of Education and the Cabinet for Health and Family Services, which administers the Part C program in Kentucky.

RFEP classification: Enter the month, day and year (##/##/##) that an LEP student scores FEP on the ACCESS and therefore is re-designated as FEP.

Limited or No Formal Schooling: A student with limited or no formal schooling comes from a country in which he or she has limited or no access to formal education. Any of the following criteria qualifies as limited or no formal schooling:

- Enrollment in a school with **school calendar that is less than 6 months a year**
- Enrollment in a school that meets for **less than 4 hours a day/5 days a week**
- **No access to or attendance in school for 2 or more continuous school years**

Interrupted Schooling: A student with interrupted schooling has missed school for a significant portion (**a continuous month or more**) of this school year, whether dis-enrolled and subsequently re-enrolled, or considered absent.

Currently Repeating Grade Level: Currently repeating same grade level as previous year (Retention)

Parent Notified: The parent/guardian of the student has been **informed of the student's LEP status as required annually** by Title III of NCLB

Exit Criteria: For students, who exited during this school year; choose any of the following exit criteria that apply:

English Language Proficiency Assessment
Teacher Recommendations
District Assessments
Academic Progress Reports
GPA
CATS Data

LEP Instructional Support: For student's, who have been formally identified as LEP, choose ONLY ONE event code from the drop down menu. The (10) types for each student are as follows:

- Type 1** – No LEP Services because parent/guardian waived service or withdrew student from services.
Type 2 – No LEP Services (although the student qualifies and the parents did **not** deny or withdraw from services)
Type 3 – No LEP Services/Some instructional support
Type 4 – Some LEP Services/All English
Type 5 – Some LEP Services/Some native language
Type 6 --Some LEP services/Significant native language
Type 7 -- Extensive LEP services/All English
Type 8 -- Extensive LEP services/Some native language
Type 9 – Extensive LEP services/Significant native language
Type 10 –monitoring – two-year requirement for Annual Yearly Performance (AYP).

Under TYPE, please keep Entry as the default selection. There is no need to use withdrawal or reentry selections to signify a change in level of services.

Instructional Accommodations (required for 2006-07)

Instructional Accommodations

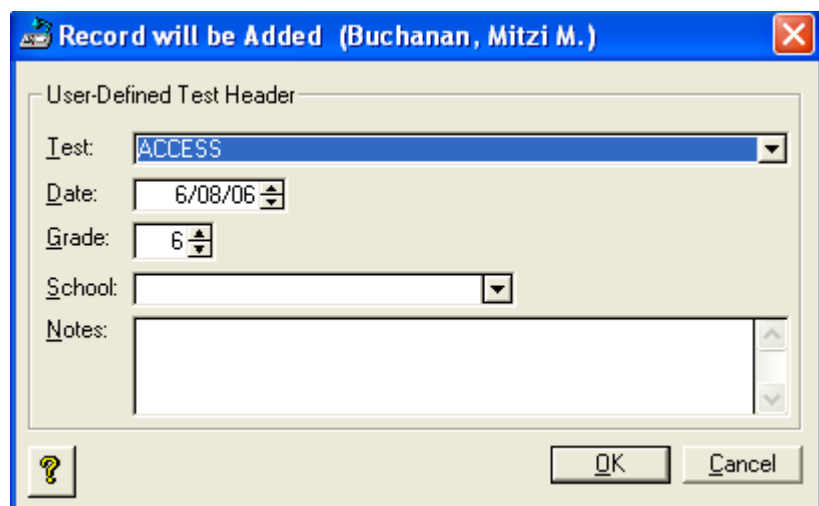
<input checked="" type="checkbox"/> Read Text to Student in English	<input type="checkbox"/> Use Foreign Language Dictionaries
<input type="checkbox"/> Paraphrase In English	<input type="checkbox"/> Link Instruction to Prior Learning
<input type="checkbox"/> Paraphrase In Student's Primary Language	<input type="checkbox"/> Provide Content/Language Objs
<input type="checkbox"/> Oral Translation to Student's Primary Language	<input type="checkbox"/> Build Background
<input type="checkbox"/> Scribe Responses	<input type="checkbox"/> Model Language and Task Completion
<input type="checkbox"/> Adapt Pace of Instruction	<input type="checkbox"/> Engage In Academic Conversations
<input type="checkbox"/> Provide Visuals/Graphic Organizers	<input type="checkbox"/> Scaffold Responses
<input type="checkbox"/> Provide Adapted Materials/Technology	<input type="checkbox"/> Provide Opportunities For Interaction
<input type="checkbox"/> Use Computer/Text Reader Software	<input type="checkbox"/> Teach and Model Meta-Cognitive Strategies
<input type="checkbox"/> Use Grammar/Spell Check	

OK Cancel

REQUIRED fields for 2006-07 -- Check all that apply for all LEP students at point of enrollment in the LEP program:

- Read Text to Student in English
- Paraphrase In English
- Oral Translation to Student's Primary Language
- Scribe Responses
- Adapt Pace of Instruction
- Provide Visuals/Graphic Organizers
- Provide Adapted Materials/Technology
- Use Computer/Text Reader Software
- Use Grammar/Spell Check
- Use Foreign Language Dictionaries
- Link Instruction to Prior Learning
- Provide Content/Language Objs
- Build Background
- Model Language and Task Completion
- Engage in Academic Conversations
- Scaffold Responses
- Provide Opportunities for Interaction
- Teach and Model Mega-Cognitive Strategies

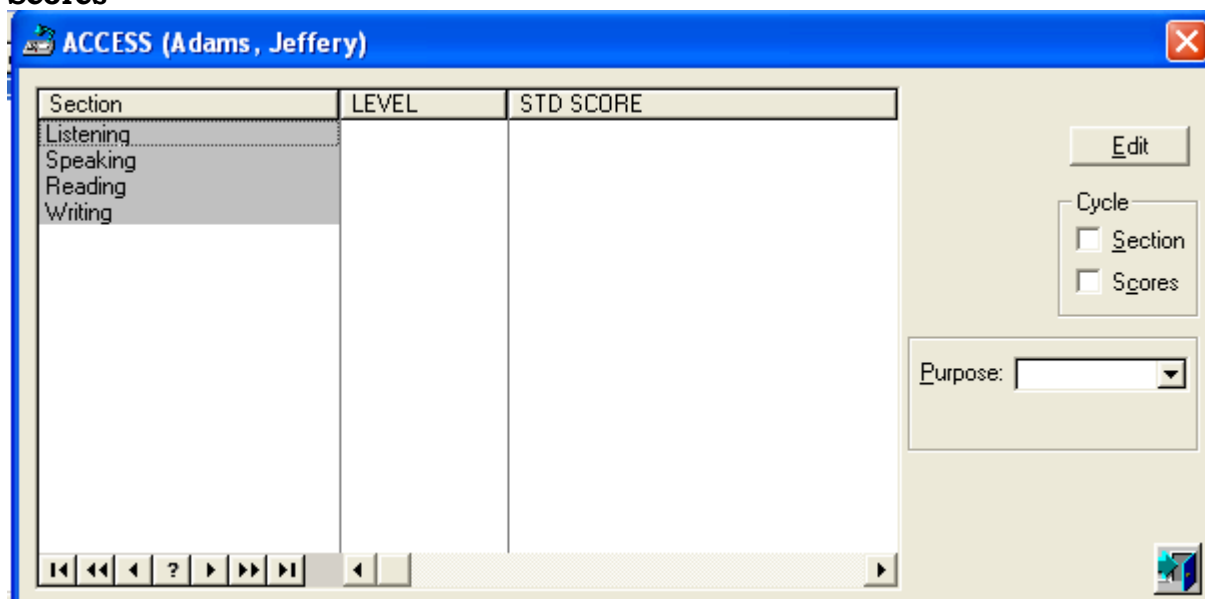
Language Proficiency Test Button



Test: The drop down menu defaults to ACCESS (W-APT is the identification test of ACCESS). **This is the only state approved test used for 2006-07.** The other drop down options are for review of past years' assessments.

Date: Enter month, day and year (##/##/##) the specified test was taken

Scores



Section	LEVEL	STD SCORE
Listening		
Speaking		
Reading		
Writing		

Level and STD Score: Enter Level and STD Score for each Section (Listening, Speaking, Reading and Writing)

Purpose: Choose from drop down menu, Initial identification/placement of student (Initial) OR Annual Progress Assessment (Progress)

Students | Add/Edit Student Information | More | PTP/Gifted Ellipse Screen

Data Steward – Curriculum Development

Gifted Category: Select from the drop down menu the gifted category from the drop down menu that you are reporting:

- Creative or Divergent Thinking Ability
- General Intellectual Ability
- **Primary Talent Pool**
- Psychosocial or Leadership Skills
- Specific Academic Aptitude-Language Arts
- Specific Academic Aptitude-Math
- Specific Academic Aptitude-Science
- Specific Academic Aptitude-Social Studies
- Visual or Performing Arts-Art
- Visual or Performing Arts-Dance
- Visual or Performing Arts-Drama
- Visual or Performing Arts-Music

Year Identified: Enter Year in which student is Identified as Gifted (the default is 2007)

Declined Services: Student identified as gifted and talented; however, student or parent decline services

Underachieving:

Primary Talent Pool Underachieving - Students who have a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be underachieving. Primary Talent Pool students or high potential learners working below their current Primary level are considered underachievers.

Grades 4-12 Underachieving - Students who have a significant gap between potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability are said to be underachieving. Students in grades 4-12 working at or below their grade level in any or all areas of identification are considered underachievers.

Service Delivery Options: Please select all that apply to the selected gifted category

- **Various Acceleration Options** – various forms of advancing through material or grade levels prior to the prescribed time based on early mastery, such as pre-testing in content and being excused to go onto higher level activities, curriculum compacting or linear acceleration, simultaneous or dual enrollment in course at different grade levels including postsecondary, early exit from school and grade skipping
 - Early exit from Primary
 - Grade skipping
 - Subject Area Higher Grade Level - Content/curriculum in one (1) or more subject areas from a higher grade level: -- Applies only to students who physically move to a higher grade level class for instruction in a content area
 - Dual Enrollment Courses -- Courses for which the student is eligible for both high school and college credit. Does not include AP or IB
 - Dual Credit Courses - Courses for which the student is eligible for both high school and college credit and receives credit at both
 - Early exit from high school
- **Advanced Placement and Honors Courses** – courses emphasizing college-level content based on college board curricula and tests (advanced placement), or the provision of more challenging material through higher levels of content, process and product (honor courses)
- **Collaborative Teaching and Consultation Services** – ‘Collaborative Teaching’ means a gifted education teacher provides differentiated direct instruction in a regular classroom to a cluster group of identified gifted students in conjunction with the regular classroom teacher; ‘Consultation Services’ means the provision of instructional information and materials by the gifted teacher to the regular classroom teacher so that he may provide appropriate and adequate services to the gifted student while in the regular classroom setting.
- **Special Counseling Services** – effectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students
- **Differentiated study experiences in the classroom** – educational experiences which extend, replace, or supplement learning beyond the standard curriculum
 - Differentiated individual study
 - Cluster groups
- **Distance learning** – learning opportunities offered through the use of computer technology and satellite transmission or optical fiber transmission
 - KVHS courses
 - Video courses
 - Other online course
- **Enrichment services during the school day (not extracurricular)** means differentiated, academically based activities that supplement classroom instruction and are often after school and competitive in nature, such as academic teams.
- **Independent study** – self-directed course or study of a selected topic under the supervision of a teacher or the auspices of a university
- **Mentorship** – specialized studies, such as an internship, with an adult mentor in the community and under the direction of an educator knowledgeable in gifted education

- **Resources services** – a service delivery option that (a) entails a part-time grouping of students with gifted characteristics based on the interests, needs and abilities of the students; (b) Is designed for accelerated content, special interest groups, process skills development or various combinations of all; and (c) is provided in a pull-out classroom or other appropriate instructional setting
 - a. Pull-out setting
 - b. Appropriate instructional setting
 - c. Consortium
- **Seminars** – discussion-based sessions on specific topics focusing on advanced content and higher level process skills
- **Travel study options U.S. or overseas credit earned** - Does not include field trips or competitions
- **Special schools, 4-12** – specialized school designed to (a) serve gifted students in grades (4) through twelve (12) in specific academic areas (such as magnet school in science and mathematics); or (b) develop specific areas of giftedness such as visual and performing arts
- **Self-contained classrooms, 4-12**

Instrumental/Vocal: If Visual/Performing Arts-Music gifted category chosen, instrumental and/or vocal must be selected

Evidence: The evidence options will be dependent upon the gifted category selected, please choose all that apply.

Creative or Divergent Thinker Evidence

Evidence for Creative or Divergent Thinker

☐ Formal assessment measures of a student's capacity for originality of thought, fluency, elaboration, and flexibility

Test:

☐ Informal assessment measures of a student's capacity for originality of thought, fluency, elaboration and flexibility

☐ Creative work samples

☐ Behavioral checklists specific to creative behavior

☐ Anecdotal observations of original ideas, products or problem solving

☐ Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

☐ Collection of evidence from portfolios demonstrating student performance

☐ Continuous progress data

☐ Nominations-Self or petition

☐ Nominations-Peer

☐ Primary review committee recommendation

☐ Student awards or critiques

☐ Referrals/Recommendation-Parent

☐ Referrals/Recommendation-Teacher

Other:

General Intellectual Ability Evidence

Evidence for General Intellectual Ability

☐ Score within the ninth stanine on a full-scale comprehensive test of intellectual ability

Test:

☐ High performance on additional individual or group intellectual assessment

☐ Observation (documented) of applied advanced reasoning ability

☐ Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners

☐ Anecdotal records reflecting characteristics specific to General Intellectual Ability

☐ Behavioral checklist inventories specific to General Intellectual Ability

☐ Collection of evidence from portfolios

☐ Primary review committee recommendation

☐ Continuous progress data

☐ Student awards or critiques

☐ Informal assessment

☐ Referrals/Recommendation-Parent

☐ Nominations-Self or petition

☐ Referrals/Recommendation-Teacher

☐ Nominations-Peer

Other:

Primary Talent Pool Evidence

Evidence for Primary Talent Pool

<input type="checkbox"/> Collection of evidence demonstrating student performance	<input type="checkbox"/> "Available" formal test data
<input type="checkbox"/> Checklist inventories of behaviors specific to gifted categories	<input type="checkbox"/> Parent interview or questionnaire
<input type="checkbox"/> Diagnostic data (screening measures)	<input type="checkbox"/> Primary review committee recommendation
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Petition system
<input type="checkbox"/> Anecdotal records	
<input type="checkbox"/> Other valid and reliable documentation	<input type="text"/>

Psychosocial and Leadership Skills Evidence

Evidence for Psychosocial or Leadership Skills

<input type="checkbox"/> Documentation of student willingness to assume leadership roles in class	
<input type="checkbox"/> Documentation of student willingness to assume leadership roles in the community	
<input type="checkbox"/> Documentation of student willingness to assume leadership roles in student organization	
<input type="checkbox"/> Sociograms (Questionnaires designed to assess leadership characteristics)	
<input type="checkbox"/> Nominations-Peer	
<input type="checkbox"/> Behavioral observations specific to leadership behavior	
<input type="checkbox"/> Collection of evidence from portfolios displaying leadership qualities	
<input type="checkbox"/> Checklist inventories of behaviors specific to psychosocial or leader	
<input type="checkbox"/> Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners	
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Nominations-Self or petition
<input type="checkbox"/> Formal testing	<input type="checkbox"/> Primary review committee
Test: <input type="text"/>	<input type="checkbox"/> Student awards or critiques
<input type="checkbox"/> Informal assessments	<input type="checkbox"/> Referrals/Recommendation-Parent
	<input type="checkbox"/> Referrals/Recommendations-Teacher
Other: <input type="text"/>	

Specific Academic Aptitude Evidence

Evidence for Specific Academic Aptitude

<input type="checkbox"/> Composite score within the ninth stanine on one (1) or more subject test scores of an achievement test	
Test: <input type="text"/>	
<input type="checkbox"/> High performance on an additional individual or group test of academic achievement	
<input type="checkbox"/> Student awards or critiques of performance products.	
<input type="checkbox"/> Off-level testing	
<input type="checkbox"/> Portfolio of high academic performance	
<input type="checkbox"/> Student progress data	
<input type="checkbox"/> Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners	
<input type="checkbox"/> Formal testing data	<input type="checkbox"/> Nominations-Self or petition
<input type="checkbox"/> Anecdotal records reflect behavioral char specific to category	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Checklist inventories of behaviors specific to each category	<input type="checkbox"/> Primary review committee
<input type="checkbox"/> Collection of evidence from portfolios	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Continuous progress data	<input type="checkbox"/> Referrals/Recommendations-Teacher
<input type="checkbox"/> Informal assessments	
Other: <input type="text"/>	

Visual and Performing Arts Evidence

Evidence for Visual and Performing Arts

<input type="checkbox"/> Auditions	<input type="checkbox"/> Awards or critiques of performance
<input type="checkbox"/> Letters of recommendations	<input type="checkbox"/> Portfolio of visual or performing arts ability
<input type="checkbox"/> Peer recommendations	<input type="checkbox"/> Questionnaires
<input type="checkbox"/> Products (paper, audio, video, pictures)	<input type="checkbox"/> Referrals/Recommendations-Parent
<input type="checkbox"/> Portfolio assessment by specialists or professional artists	<input type="checkbox"/> Referrals/Recommendations-Teacher
<input type="checkbox"/> Checklist inventories of behaviors specific to each category	
Other: <input type="text"/>	

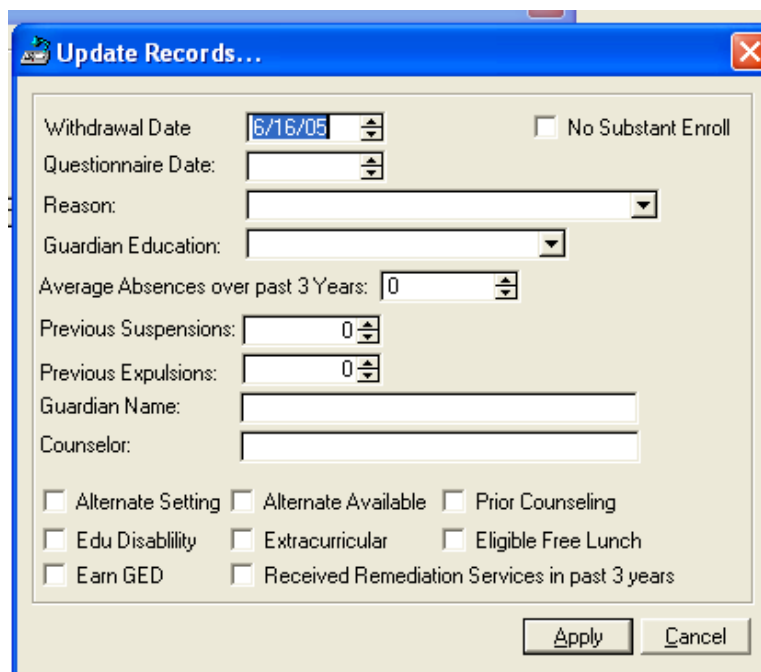
Students | Add/Edit Student Information | User Record | Dropout User Record

Required for student's who have Withdrawal Codes W24 and W25 for Grades 7-12

Data Steward: School Finance

W24 requires data entry of Withdrawal Date and No Substantiated Enrollment selected, no other data elements should be entered.

W23 does not require a second dropout questionnaire.



Withdrawal Date: Enter the month, day, year (##/##/##) the student withdraws from school – must match the withdrawal date from District Enrollment

No Substantiated Enrollment: Required to select if a student in grades 7 or above has been withdrawn and their current status cannot be established. This will allow you to exit the user record without additional entry of other fields.

Questionnaire Date: Enter the month, day, year (##/##/##) the student completed the dropout questionnaire

Reason: Select from the drop down menu the reason the student is dropping out of school

Average Absences over past 3 years: Estimate the average number of absences over the past 3 years

Previous Suspensions: Enter the number of suspensions for the student

Previous Expulsions: Enter the number of expulsions for the student

Guardian Name: Enter the name of the guardian

Counselor: Enter the counselor who met, counseled with the student before dropping out

Dropout User Record Checkboxes: Check all that apply to student:

- Alternate Setting
- Education Disability
- Earn GED
- Alternate Available
- Extracurricular
- Received Remediation Services in past 3 years
- Prior Counseling
- Eligible Free Lunch

Students | Add/Edit Student Information | User Record | ESS User Record

Data Steward – Extended School Services

There should be only one user record for Regular ESS services and/or one user record for Summer ESS services, if applicable.

The screenshot shows a Windows-style dialog box titled "Update Records...". It contains several sections of checkboxes and input fields. The "ESS Learning Goals" section has checkboxes for Reading, Writing, Mathematics, Social Studies, Science, Arts And Humanities, Vocational Studies, and Practical Living. The "Total Hours Served" is a numeric input field set to 0.0. The "Summer School" is a dropdown menu. The "ESS Transported" checkbox is present. The "Service Models Used" section has checkboxes for Before School, After School, Saturday, Intersession, and Daytime Waiver. The "Assessment Measures Used" section has checkboxes for Standardized Formal, Teacher Made Informa, Analysis Of Stu Work, and Student Grades. The "ESS Provider" section has checkboxes for ESS Teacher, Instructional Assist, Peer Tutor, and Regular Teacher. The "Results Of Service" is a dropdown menu. At the bottom are "OK" and "Cancel" buttons.

ESS Learning Goals: Select all ESS learning goals to be reported on one user record for Regular and one user record for Summer.

Total Hours Served: Enter the number of hours the student received instruction for all ESS learning goals (rounded to the nearest half-hour)

Summer School: Use the drop down menu to select if the student was served during summer school – Yes or No

ESS Transported: Check if student was provided transportation

Service Models Used: Select service models used for specific ESS learning goal-choose all that apply:

- Before School
- After School
- Saturday
- Intersession
- Daytime Waiver

User must choose at least one services model, unless 'Yes' has been selected from the Summer School menu

Assessment Measures Used: Select the types of assessment used-choose all that apply:

- Standardized/Formal
- Teacher made/Informal
- Formal Analysis of Student Work
- Student Grades

User must choose at least one type of assessment

ESS Provider: Select the provider(s)-choose all that apply

- ESS Teacher
- Instructional Assistant
- Peer Tutor
- Student's Regular Teacher

User must choose at least one ESS Provider

Results of ESS Services: Select the results of ESS services:

- Improved-Student made substantial progress due to ESS services
- Did not improve-Student failed to make any progress at all
- Sustained-Student made some improvement or did not fall further behind as a result of ESS services

Students | Add/Edit Student Information | User Record | FRYSC User Record

Data Steward – Student, Family and Community Services

FRYSC Data Form

Referral Number: 1 Referral Date: Referred By:

REFERRAL REASON(S): Check all that apply

<input type="checkbox"/> Academic Support	<input type="checkbox"/> Employment	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Peer Relations
<input type="checkbox"/> Adult/Child Protect	<input type="checkbox"/> Free Lunch Assist.	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Prevention Activity
<input type="checkbox"/> Adult Ed (GED/Lit)	<input type="checkbox"/> Health Services	<input type="checkbox"/> Non-School Hour Prog	<input type="checkbox"/> Recreation/Enrich.
<input type="checkbox"/> Attendance	<input type="checkbox"/> Legal/Criminal Issue	<input type="checkbox"/> Parent/Child Activity	<input type="checkbox"/> Student Recognition
<input type="checkbox"/> Basic Needs	<input type="checkbox"/> Life Skills	<input type="checkbox"/> Parent Contact	<input type="checkbox"/> Transitional Program
<input type="checkbox"/> Behavior Problems	<input type="checkbox"/> Drug And Alcohol	<input type="checkbox"/> Parent Involvement	<input type="checkbox"/> Transportation
<input type="checkbox"/> Birth To 3 Families	<input type="checkbox"/> Crisis Intervention	<input type="checkbox"/> Parenting Skills	
<input type="checkbox"/> Child Care			

Severity Of Issues: Anticipated Plan:

Referral Response(s): Check all that apply

<input type="checkbox"/> Home Visit	<input type="checkbox"/> Improved School Performance	<input type="checkbox"/> Quit School
<input type="checkbox"/> Direct Service-single visit	<input type="checkbox"/> Problems Were Resolved	<input type="checkbox"/> Case Closed
<input type="checkbox"/> Referral to In-School Program	<input type="checkbox"/> Placed in Special Ed. Class	<input type="checkbox"/> Receiving Community Based Services
<input type="checkbox"/> Referral to Community Partner	<input type="checkbox"/> Decline in School Performance	<input type="checkbox"/> Family Receiving Com. Based Service
<input type="checkbox"/> Liaison/Collab. with Teacher	<input type="checkbox"/> Retained In Grade	<input type="checkbox"/> Family Moved and left school district
<input type="checkbox"/> Liaison/Collab. with Com. Partner	<input type="checkbox"/> Improved School Attendance	<input type="checkbox"/> Receiving School Based Services
<input type="checkbox"/> Involvement of more than 1 Community Partner		
<input type="checkbox"/> Enroll in class for special topic		
<input type="checkbox"/> Discussion with Parent/Guardian		

Apply Cancel

Referral Number: The referral number will automatically populate consecutively

Referral Date: Enter the referral date for the FRYSC record

Referred By: Select from the drop down menu that the student was referred by

Referral Reason(s): Check all that apply:

- * Academic Support
- * Adult/Child Protect
- * Adult Ed (GED/Lit)
- * Attendance
- * Basic Needs
- * Behavior Problems
- * Birth to 3 Families
- * Child Care
- * Employment
- * Free Lunch Assistance
- * Health Services
- * Legal/Criminal Issues
- * Life Skills
- * Drug and Alcohol
- * Crisis Intervention
- * Mental Health
- * Mentoring
- * Non-School Hour Program
- * Parent/Child Activity
- * Parent Contact
- * Parent Involvement
- * Parenting Skills
- * Peer Relations
- * Prevention Activity
- * Recreation/Enrichment
- * Student Recognition
- * Transitional Program
- * Transportation

Severity of Issues: Select from the drop down menu the appropriate level

- Mild to Minimal
- Moderate-Interfere w/school
- Severe-Threat to school performance

Anticipated Plan: Select from the drop down menu the anticipated plan

- No further service-close referral
- Ongoing contact-as needed
- Weekly contact-1 per week minimum
- Ongoing collaboration-2-3 times week
- Ongoing intensive weekly -4 or more times week

Referral Response(s): Check all that apply

- Home Visit
- Direct Service/Single Visit
- Referral to In-School Program
- Referral to Community Partner
- Liaison/Collaboration With Teachers
- Liaison/Collaboration with Community Partner
- Involvement of more than 1 Community Partner
- Enroll in class for special topic
- Discussion with Parent/Guardian

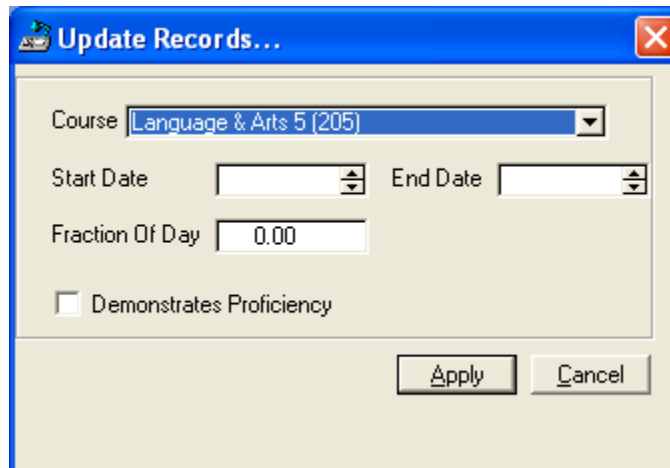
Outcomes: Check all that apply

- Improved school performance
- Problems were resolved
- Placed in Special Education Class
- Decline in school performance
- Retained in grade
- Improved School Attendance
- Quit school
- Case closed
- Receiving community based services
- Family receiving community based services
- Family moved and left school district
- Receiving school based services

Students | Add/Edit Student Information | User Record | Performance Based User Record

Data Steward – School Finance

This user record must be filled out for any student taking a performance based course offsite within the student's regular attendance day.



Course: Use the drop down menu to select the performance based course taken offsite

Start Date: Enter the month day and year (##/##/##) the student started the performance based course

End Date: Enter the month day and year (##/##/##) the student ended the performance based course

Fraction of Day: Enter the fraction of the day the student used to participate in the course

Demonstrates Proficiency: Check if student is deemed to demonstrate proficiency in the performance based course. **Indicator must be selected for the school/district to receive ADA funds.**

Students | Add/Edit Student Information | Preschool User Record

*To be completed on all grade 97, 98 and 99 students
receiving district services
Data Steward – Early Childhood Development Preschool*

Update Records...

Preschool Type

- ☐ Disabled State Fund
- ☐ Free Lunch State Fund
- ☐ Head Start Enhanced
- ☐ Over Income Prsch
- ☐ Other Specify:

Setting [choose one]

- ☐ Pub Sch EC Center
- ☐ Pub Sch Elem School
- ☐ Public School Other Specify:
- ☐ Head Start Blended
- ☐ Contracted Priv Set Specify:

Family Component

- ☐ Home Visit
- First Home Visit:
- Second Home Visit:
- ☐ Received Parent Educ
- ☐ Need Adult Educ
- ☐ Enrolled In Adult Ed
- ☐ Need Social Services
- ☐ Received Social Ser
- ☐ Volunteer In Class
- ☐ Other Child In Prsch

Apply Cancel

Preschool Type: Check all that apply

- Disabled State Fund
- **Head Start**
- Free Lunch State Fund
- Head Start Enhanced
- Over Income Preschool
- Other, Specify

Setting: User should select one setting per user record

- Public School, Early Childhood Center
- **Head Start**
- Public School, Elementary School
- Public School, Other location
- Head Start, Blended
- Contracted, Private Setting

Family Component: Check all that apply

- Home Visit
- Received Parent Education
- Need Adult Education but not enrolled
- Enrolled in Adult Ed/Literacy
- Need Social Services
- Received Social Services
- Volunteered in the Classroom
- Other Child in Preschool

Students | Add/Edit Student Information | User Record | TEDS User Record

*Data Steward – Career and Technical Education
Students in grades 07-12*

The screenshot shows a Windows-style dialog box titled "Update Records...". It contains the following fields and controls:

- School Year: A dropdown menu with "2006-2007" selected.
- CIP Code: A dropdown menu with "Agriculture - AG Business [01.0101]" selected.
- Program Enrollment Date: A date picker.
- Education Level: A dropdown menu.
- Daily Attend Hrs: A dropdown menu.
- Special Populations: A dropdown menu.
- Student Objective: A dropdown menu.
- Termination Status: A dropdown menu.
- Date: A date picker.
- ONET Code Earned: A dropdown menu.
- ONET Date: A date picker.
- KOSSA Testing: An unchecked checkbox.
- Federal ID Reporting: An unchecked checkbox.
- Work Based Learn: A dropdown menu.
- Tech Prep: An unchecked checkbox.
- Credential Earned: A dropdown menu.
- Industry Certificate: A dropdown menu.
- ATC/CTC: A dropdown menu.
- Buttons: "Apply" and "Cancel" at the bottom right.

School Year: Defaults to 2006-2007

CIP Code: Use the drop down menu to select the appropriate career major/CIP code

Program Enrollment Date: Enter the month, day and year (###/###/###) the student enrolled in the CTE program

Education Level: Use the drop down menu to choose the education level of the student: 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, and 12th grade

Daily Attendance Hours: Use the drop down menu to select the number of hours per day the student is enrolled in the program: .5 – 7.0

Special Populations: Use the drop down menu to select special populations category

Student Objective: Use the drop down menu to select Student Objective:

- Exploring - a student who is enrolled in the first or second credit within a sequence of courses leading to a career major
- Preparatory - a student who is enrolled in the third credit of a sequence of courses leading to a career major and plans to complete 4 or more credits within a career major

Termination Status: Use the drop down menu to select the appropriate Termination Status

Date: Enter the month, day and year (###/###/###) of termination

ONET Code Earned: Use the drop down menu to select the appropriate ONET Code earned

ONET Date: Enter the month, day and year (###/###/###) of ONET certification

KOSSA Testing: Check the box to identify that the student will be testing KOSSA in 2007. This box **DOES NOT** import into TEDS, but is used only to generate a KOSSA Registration Roster.

Federal ID Reporting: Check the box to designate the CTE program for which this student will be included for federal reporting. This box can be marked only once for a student, regardless if the student is enrolled in more than one program. As a suggestion: if one of the programs is non-traditional for this student mark it.

Work Based Learning: Use the drop down menu to select the type of Work Based Learning experience

Tech Prep: Check the box to indicate that the student is a Tech Prep student, a student with an Individual Graduation Plan and is enrolled in a sequence of integrated academic/technical non-duplicative secondary/postsecondary course sequence that leads to a postsecondary educational outcome in a technical career. (Funding is available for Tech Prep Students in 9-12 grades.) For accountability purposes, the student is counted as a Tech Prep student when this criteria has been met and the student enrolls in the first technical class.

Credential Earned: Use the drop down menu to select the credential earned (user may only select one per record)

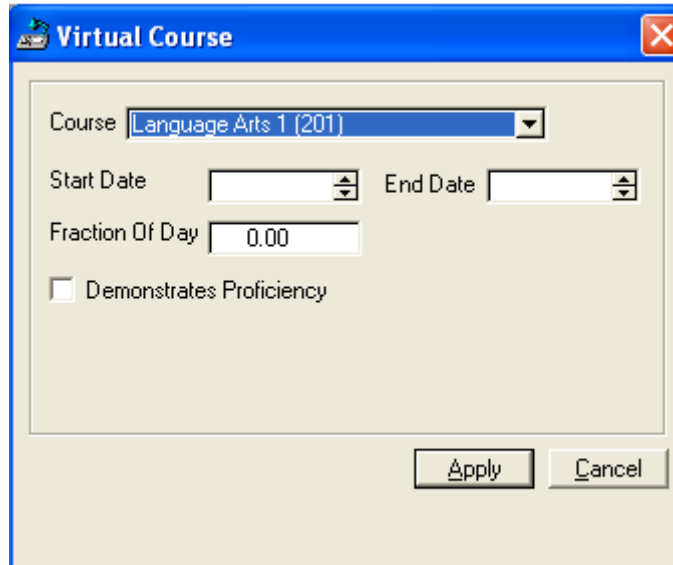
Industry Certificate: Use the drop down menu to select appropriate Industry Certificate

ATC/CTC: Use the drop down menu to link students to the Area Technology Center or Career Technology Center in which they are enrolled in the selected career major/program.

Students | Add/Edit Student Information | User Record | Virtual Course User Record

Data Steward – School Finance

This user record must be filled out for any student taking a virtual course offsite within the student's regular attendance day.



The screenshot shows a window titled "Virtual Course" with a blue header bar. Inside the window, there is a form with the following fields: "Course" is a dropdown menu showing "Language Arts 1 (201)"; "Start Date" and "End Date" are date pickers; "Fraction Of Day" is a text input field showing "0.00"; and "Demonstrates Proficiency" is a checkbox that is currently unchecked. At the bottom right of the form are "Apply" and "Cancel" buttons.

Course: Use the drop down menu to select the virtual course taken offsite

Start Date: Enter the month day and year (##/##/##) the student started the virtual course

End Date: Enter the month day and year (##/##/##) the student ended the virtual course

Fraction of Day: Enter the fraction of the day the student used to participate in the course

Demonstrates Proficiency: Check if student is deemed to demonstrate proficiency in the virtual course. **Indicator must be selected for the school/district to receive ADA funds.**

Students | Add/Edit Student Information | Guardian+

Data Steward – Data Policy Management and Research

Table Name/Description – People Table (peo tables)

Last Name: The last name given to a guardian at birth or legal court documents, as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

First Name: The first name given to a guardian as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. The first name should contain the proper first name of the guardian, please don't use nickname here.

Middle Name: The middle name given to a guardian as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate. If a guardian does not have a middle name it should be left blank. If only the middle initial is given, do not put punctuation at the end of the letter.

Mailing Address 1: Mailing address of guardian, standard USPS abbreviations: Court - Ct; Road - Rd; Avenue - Ave; Street - St; Boulevard - Blvd; Parkway - Pkwy; Highway - Hwy; Route - Rt; Lane - Ln; Circle - Cir; Place - Pl; Drive - Dr

Use F12, shortcut key, to copy mailing address of student to this field

NO PUNCTUATION; TOGGLE CASE

To view the guidelines for address standardization at

<http://www.abspresort.com/client/addstan.htm>

An address must be entered for each guardian, if not in the same household

City: City of mailing address

State: State of mailing address; use the official USPS abbreviation (i.e., KY=Kentucky, TN=Tennessee)

Zip Code: Zip Code of mailing address-5 digit code required; 4 digit extended zip code optional

Physical Address 1: Physical residence address for guardian; use standard USPS abbreviations:
Court - Ct; Road - Rd; Avenue - Ave; Street - St; Boulevard - Blvd; Parkway - Pkwy;
Highway - Hwy; Route - Rt; Lane - Ln; Circle - Cir; Place - Pl; Drive - Dr
Use shortcut key F12 to copy mailing address to this line

NO PUNCTUATION; TOGGLE CASE

View the guidelines for address standardization at

<http://www.abspresort.com/client/addstan.htm>

City: City of physical address

State: State of physical address; use the official USPS abbreviation (i.e., KY=Kentucky, TN=Tennessee)

Zip Code: Zip Code of physical address - 5-digit code required; 4-digit extended zip code optional

Phone: Enter the 3-digit area code and phone number - FORMAT ###-###-####. If a student does not have a phone number, enter 000-000-0000

Relation: Select the appropriate relationship of guardian to the student; system default to Parents, Nat/Adopt (**Initial Entry Only**)

Gender: Select the guardian's gender - Male or Female

Students | Add/Edit Student Information | Attendance

Data Steward – School Finance

The screenshot shows the 'Attendance (Adams, Jeffery)' window. It contains a table of attendance records and a dialog box for adding a new record.

Date	A	Cd	C
09/29/06 Friday	*	U	U
09/28/06 Thursday	*	U	U
09/06/06 Wednesday	62	U	U
09/05/06 Tuesday	*	EHOE	
09/01/06 Friday	0	AFDE	
08/31/06 Thursday	*	U	U
08/30/06 Wednesday	48	U	U
08/21/06 Monday	*	U	U
08/18/06 Friday	A	U	U
08/11/06 Friday	A	E	E
08/09/06 Wednesday	*	S	U
08/08/06 Tuesday	*	S	U
08/07/06 Monday	12	S	U
08/04/06 Friday	A	U	U

Summary statistics at the bottom of the window:

Mbr:	0.0	Pr:	0.0 (0.00%)	Ev: U:	0	Tdy: U:	0
Off:	0			E:	0	E:	0
Absences by Percentage:	0.00	T:	0	T:	0		

The 'Record will be Added (A...)' dialog box is open, showing the following fields:

- Date:** 7/03/06 (Monday)
- Type:** All day
- Code:** Unexcused Absence
- Period:** Unexcused Absence
- Notes:** (Empty text box)
- Percentage Absent:** 0

Table Name/Description – Student Attendance (atx tables)

Date of absence: Actual month, day, year (##/##/##) of absence, the system defaults to the current date

Type: Use the drop down menu to select All Day or Other.

Code: Choose from the drop down menu excused & unexcused absences determined by local school board; School Finance has suggested guidelines for designating absences in DPP manual reference guidelines

Period: This field will be automatically populated, determined by Attendance Code chosen above.

Students | Add/Edit Student Information | Entry/Wd | Attendance Groups

*Data Steward – School Finance
Enter data for specified groups of students*

Record will be Added (Adams, J...)

Attendance Group Record

Event Code: ▼

Date: 7/05/06

Unit: 1.000

? OK Cancel

Code	Description	T	Date	Unit
PAR	Partial Day	E	8/30/06	0.750

Buttons: Insert, Change, Delete, W01/R01, History

Table Name/Description – Attendance Groups (dgp tables)

Event Code: Select from the drop down menu the type of attendance group to be assigned to the students; state mandated attendance groups are as follows:

HD Kindergarten Attendance Group: Students who participate half-day kindergarten

FD Kindergarten Attendance Group: Students who participate in full-day kindergarten.

Home/Hospital Attendance Group: Students who receive home/hospital instruction.

Non Contract Attendance Group: Students in which a district has a contract agreement to provide services for a student residing in another district.

Partial Day Attendance Group: Students who receive services in multiple schools or multiple districts.

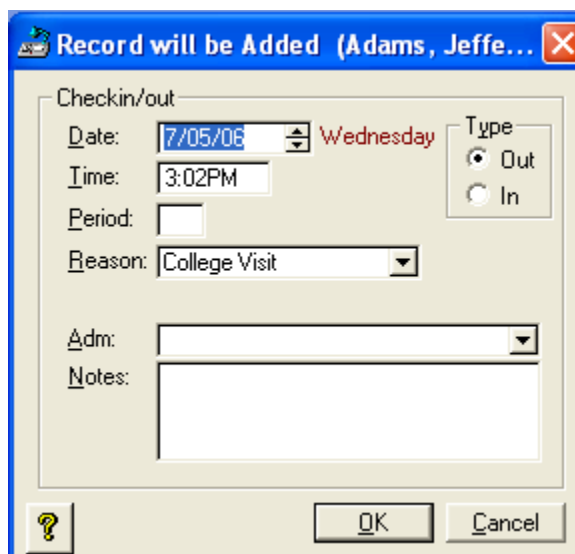
Supplemental Education Attendance Group: Students who are eligible for free or reduced lunch in a Title I-A school that fails to make adequate yearly progress for 3 or more years must be given the opportunity to participate in supplemental educational services.

Date: Enter the date of the entry, withdrawal or re-entry into a given attendance group

Unit: Enter the unit of time the student should be placed in this attendance group

Students | Add/Edit Student Information | Check In/Out

Data Steward – School Finance



The screenshot shows a Windows-style dialog box titled "Record will be Added (Adams, Jeffe...". Inside the dialog, there is a section labeled "Checkin/out" containing several input fields: "Date:" with a calendar icon and the value "7/05/06" (Wednesday), "Time:" with the value "3:02PM", "Period:" with an empty dropdown, "Reason:" with a dropdown menu showing "College Visit", "Adm:" with an empty dropdown, and "Notes:" with a large text area. To the right of these fields is a "Type" section with two radio buttons: "Out" (selected) and "In". At the bottom of the dialog are three buttons: a help button with a question mark icon, an "OK" button, and a "Cancel" button.

Date: Enter the date student is checking in or out; default to current date

Time: Enter the time student is checking in or out; default to current time
60 minutes or less will create a tardy
61 minutes or more will create an attendance event

Type: Select 'Out' or 'In'

Reason: Select reason student is checking in or out

Students | Add/Edit Student Information | Discipline

Data Steward - Student, Family, Community Support

Number: 4

Discipline

Date: 7/03/06 Monday Time: 4:06PM Period:

Course: Teacher:

Incident: Location:

Infraction: Tardiness Demerits: 0.0 Remaining: 0.0

Disposition: Admin Date\$:

Disp Date\$: Start Time: Administrator:

End: End Time: Conference \$: Time:

Days: 0 Hrs: 0 Min: 0 Alert Value: 0 9

Relation: 0

Notes:

Post Attendance

OK Cancel

Table Name/Description – Discipline Table (dih tables)

Discipline

Date: Enter month, day, year (##/##/##) the infraction occurred

Time: Enter the time the infraction occurred

Teacher Name: Select the legal name of the teacher involved in discipline action

Location: Select from drop down menu the location the incident occurred

Disposition Date: Enter month, day, year (##/##/##) punishment is to begin

Disposition Start Time: Enter the start time of the disposition

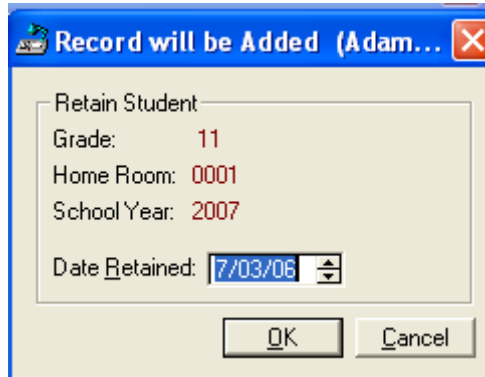
Ending Disposition Date: Enter month, day, year (##/##/##) the disposition ends for all Safe Schools Infractions; Best Practice - Enter the date the disposition ends for any non-Safe Schools Infractions

Table Name/Description – Discipline Dispositions Table (did tables)

Disposition: Select the appropriate disposition from the drop down. For Safe Schools dispositions: SSP1 - Expelled, Receiving Services; SSP2 - Expelled, Not Receiving Services; SSP3 - Out of School Suspension; SSP5 – Corporal Punishment; SSP6 - Law Only; Best Practice - Establish district wide standardized Discipline Codes **SSP4 can still be used but is not required; Create incident should be set to NO in Code Maintenance**

Students | Add/Edit Student Information | Options | Retain Student

Data Steward – School Finance



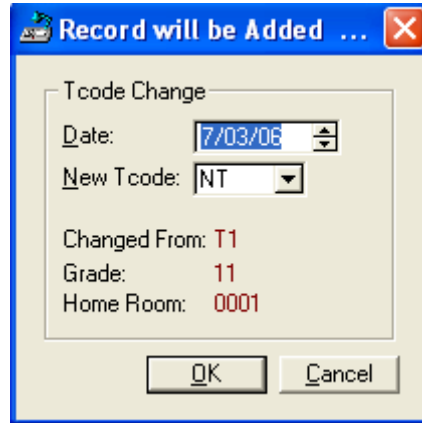
A screenshot of a Windows-style dialog box titled "Record will be Added (Adam...)". The dialog box has a blue title bar with a close button (X) on the right. The main area is light beige and contains a group box labeled "Retain Student". Inside this group box, there are four labels with corresponding values: "Grade: 11", "Home Room: 0001", "School Year: 2007", and "Date Retained: 7/03/06". The "Date Retained" value is displayed in a date picker control. At the bottom of the dialog box, there are two buttons: "OK" and "Cancel".

Table Name/Description – Students Retained (str tables)

Date Retained: Enter the date the student is retained

Students | Add/Edit Student Information | Options | Tcodes

Data Steward – School Finance



The screenshot shows a Windows-style dialog box titled "Record will be Added ...". Inside the dialog, there is a section titled "Tcode Change". This section contains four fields: "Date:" with a date picker showing "7/03/06", "New Tcode:" with a dropdown menu showing "NT", "Changed From:" with the value "T1", "Grade:" with the value "11", and "Home Room:" with the value "0001". At the bottom of the dialog are two buttons: "OK" and "Cancel".

Table Name/Description – Tcode changes (tcd tables)

Date: Select the date the new transportation code went into effect

New Tcode: Select from the drop down menu the new student transportation code as transportation status changes

Students | Add/Edit Student Information | User File 1

Data Steward – School Finance

Required to be filled out for student in your school/district but accountable to a different school/district

The screenshot shows a software window titled "Record will be added (Adams, Jeffery)". At the top, there are tabs numbered 1 through 8. Below the tabs is a section labeled "KY INFO". This section contains several dropdown menus: "Out Of District", "Guardian Nation", "District of Res", "District of Rec", "School of Recor", "District Attend", "School Attendin", "District of Acc", and "School of Accou". Below these dropdowns are two checkboxes: "Out of State" and "Pub Sch Choi". At the bottom of the window are three buttons: "OK", "Cancel", and a help icon (a question mark inside a circle).

Out of District: Select from drop down menu the district in which student came from

District of Residence: Select from drop down menu the district of residence (where the student lives)

District of Record: Select from drop down menu the name of the district in which the student is normally taught

School of Record: Select from drop down menu the name of the location in which the student is normally taught

District Attending: Select from drop down menu the name of the district actually attending when student is sent to another school by the school of record

School Attending: Select from drop down menu the name of the location actually attending when student is sent to another school by the school of record

District of Accountability: Select from drop down menu the name of the district where the test scores go

School of Accountability: Select from drop down menu the name of the location where the test scores go

Out of State: Checkbox to indicate an out of state student

‘Teacher’ Menu

Teachers | Add/Edit Teacher Information

Data Steward – School Finance and Education Professional Standards Board

Teacher Information

Number: Home Rm: Room #: DOB: Gender: ☒ M ☐ F

Title: Emp Type: Race: White (Non-Hispanic)

First Name: Emergency: Phone:

Middle Name: SSN: 000-00-0000 Alternate: ☐ Home School

Last Name: Formal Name: Picture:

Address

Street:

City: Edmonton

State: KY Zip: 42129

Phone: 502

Summer

Street\$:

City\$: Edmonton

State\$: KY Zip\$: 42129

Phone\$: 502

ETE: 1.000 ☐ Itinerant

Pin Numbers:

Caller:

Home:

Tenure

Type:

☒ No ☐ Yes

Class:

Degree:

Hired: Exp: 0.00

Reading First:

User Info

Code: Pass: Expiration Days: 0

Group: TEACHER (NO ACCESS) Last Change: / /

Alternate Employee Type:

Table Name/Description – Teacher (tea tables)

Title: Use standard titles: Mr, Mrs, Ms, Rev, Sr, Dr, Col, Fr—NO PUNCTUATION

First Name: The first name given to a teacher as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

Middle Name: The middle name given to a teacher as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

Last Name: The last name given to a teacher as indicated on their birth certificate, social security card, passport or through a legal name change; such as, adoption or marriage certificate.

DOB: Enter the birth date of teacher MM/DD/YY

Race: General racial category which most accurately reflects the individual's identity

Gender: Select the gender of the teacher, Male or Female

Employee Type: Select the employee's Employee Type as Teacher, Administrator, Counselor or Support for all certified staff except Librarian and Speech Therapist; choose Other for these and use the Alternate Employee Type dropdown to choose the correct option. Choose Support or Other for all classified staff

Alternate Employee Type: If you choose 'Other' from the Employee Type dropdown; this data element is activated to specify the Other Employee Type. Librarian and Speech Therapist must be selected from this menu

Emergency Contact: Enter first and last name of emergency contact

Social Security Number: This field should contain the official number given by the Social Security Administration.

Alternate Teacher Number: Field only used if teacher's social security number begins with the Number '0'

Tenure: Select yes if teacher has meet number of years experience in field certification; otherwise, select no

Reading First: Select from the drop down menu to indicate if coach is a 'School' or 'District' level coach

Reading First Standards

Data Steward – Reading First

Required to be filled out on Reading First Teachers and Coaches only

Reading First funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in kindergarten through grade 3. Building on a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

Reading First is a major federal initiative within the new reauthorization of the Elementary and Secondary Education Act: No Child Left Behind to improve reading for primary age (K-3) children throughout the state.

The United States Department of Education will send Kentucky \$13.7 million annually for the next six years.

Kentucky's Reading First Plan will continue to build upon its commitment to improving literacy and ensuring that all children leave the primary program reading on grade level.

Teachers | Add/Edit Teacher Information

The screenshot shows a 'Teacher Information' form with the following sections and fields:

- Teacher Information:**
 - Number: [0]
 - Home Rm: [] Room #: []
 - DOB: [] Gender: ☒ M ☐ F
 - Title: [] Emp Type: Teacher Race: White (Non-Hispanic)
 - First Name: [] Emergency: [] Phone: []
 - Middle Name: [] SSN: 000-00-0000 Alternate: [] ☐ Home School
 - Last Name: [] Formal Name: [] Picture: []
- Address:**
 - Street: []
 - City: Edmonton State: KY Zip: 42129 Phone: 502
- Summer:**
 - Street\$: [] City\$: Edmonton State\$: KY Zip\$: 42129 Phone\$: 502
- Other Info:**
 - ETE: 1.000 ☐ Itinerant
 - Pin Numbers: Caller: [] Home: []
 - Tenure: Type: [] ☒ No ☐ Yes Class: [] Degree: []
 - User Info: Code: [] Pass: [] Expiration Days: 0 Group: TEACHER (NO ACCESS) Last Change: / /
 - Hired: [] Exp: 0.00
 - Reading First: [] (highlighted with a red circle)
 - Alternate Employee Type: []

Buttons at the bottom: ? [] Attendance Contacts OK Cancel

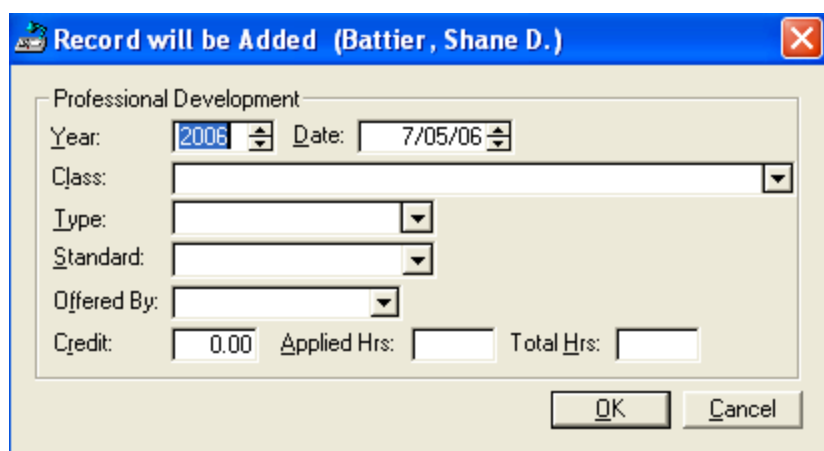
In addition to teacher demographic standards on page 35, the following is required for Reading First Coaches and teachers:

Reading First: Select from the drop down menu to indicate if coach is a 'School' or 'District' level coach

Teachers | Add/Edit Teacher Information | Professional Development

Data Steward – Reading First

Required to be filled out on Reading First Teachers and Coaches only



Record will be Added (Battier, Shane D.)

Professional Development

Year: 2006 Date: 7/05/06

Class: [dropdown]

Type: [dropdown]

Standard: [dropdown]

Offered By: [dropdown]

Credit: 0.00 Applied Hrs: [input] Total Hrs: [input]

OK Cancel

Year: Defaults to 2005; enter year teacher attended specified PD course

Class: Select from drop down menu the PD Class teacher attended

Type: Select from drop down menu Type of PD Course taken

Offered By: Select from drop down menu what type of organization (School, District, State, National) offered the PD course taken

Credit: Enter the amount of credit given to teacher for PD course; field will auto-populate if hours are set under Teachers | Professional Development | Classes

Applied Hours: Enter the applied hours for PD course taken; field will auto-populate if hours are set under Teachers | Professional Development | Classes

Total Hours: Enter total hours for PD course; field will auto-populate if hours are set under Teachers | Professional Development | Classes

'Courses' Menu

Courses | Valid Course | Course Info Tab

Data Steward – Curriculum and Education Professional Standards Board

The screenshot shows a 'Record will be Added' dialog box with the following fields and options:

- Course Info Tab:**
 - Course Num: 0, Alt Num: , C/P Code: , Inactive: ☐
 - Long Name: , Short Name:
 - Credit Earned: 0.000, Scale: (dropdown), Attempted: 0.000, Type: (dropdown), Weight Added: 0.000, Diff Lvl: (dropdown), Weight Multiplier: 1.000
 - Number of Terms: 1, Priority: 9
 - Link Code: ☒ No ☐ Yes, Course: 0
 - Pre req: 0
 - Fee: 0.00, Workbook: 0.00, Supply: 0.00, Other: 0.00, No Fee Exceptions: ☐

Table Name/Description – Valid Course Table (crv tables)

Credit Earned: Enter the amount of credit to be awarded upon successful completion of course

Difficulty Level: Select from the drop down menu if AP course or IB course

Max students per section: Set number of students allowed per section in Master Schedule

Weight Added: Weight additive defaults to 0.000, leave this as is, unless you want to allow extra points to be added upon completion of the course

Weight Multiplier: Weight multiplier defaults and should remain at least 1.000. Percentage added for GPA calculation only

Courses | Valid Course | State Course Info Tab

Data Steward – Curriculum and Education Professional Standards Board

The screenshot shows a Windows-style dialog box titled "Record will be Added" with a red 'X' close button in the top right corner. The dialog has three tabs: "Course Info", "Master Builder Info", and "State Course Info", with the "State Course Info" tab currently selected. Inside the tab, there are two dropdown menus: "Main Category:" and "State Course Code:". Below these are several checkboxes: "Dual Credit", "1 Semester Course", "Credit Recovery", "Performance Based", and "Blocked Schedule". A group box titled "For Elementary/World Language:" contains three more checkboxes: "Language Video-Based", "Language Teacher Inst >= 30 Min", and "Language Teacher Inst < 30 Min". At the bottom left is a help icon (a question mark in a circle), and at the bottom right are "OK" and "Cancel" buttons.

Main Category: Select from the drop down menu the main subject category to link the selected valid course; to identify content descriptions of options in this drop down menu, use the following web link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Kentucky+Valid+Course+List.htm>

State Course Code: Select from the drop down menu the state course code to link the selected valid course; to identify content descriptions of options in this drop down menu, use the following web link:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Kentucky+Valid+Course+List.htm>

Courses | Master Schedule

Data Steward – Curriculum and Education Professional Standards Board

Record will be Added

Master Schedule

Course Number: Alt Num: Linked:

Long Desc: Short Desc:

Teacher: Room:

Highly Qualified:

Beginning Period: Total Periods: Terms Offered: ☐ 1

Credit: Attempted: Weight Add: Weight Mult: Gender Only: ☒ Both ☐ M ☐ F

Instruct Setting: Scale:

Teaching Method: Type:

Funding Method: Diff Lvl:

Attendance Type: ☒ Inst ☐ Non-Instruct

Class Type:

Grading Period for Credit: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ Post Alpha

Maxes and Counts:

Table Name/Description - Master Schedule (crm tables)

Highly Qualified: If the teacher's Highly Qualified status for this course has been determined, choose from the appropriate drop down option. Options are as follows:

- Highly Qualified
- Not Highly Qualified
- Not Applicable

Beginning Period: Enter the beginning period for the class

Weight Additive: Weight additive defaults to 0.000, leave this as is, unless you want to allow extra points to be added upon completion of the course.

Weight Multiplier: Weight multiplier defaults and should remain at least 1.000. Percentage added for GPA calculation only.

Instructional Setting: Choose from the drop down menu the appropriate instructional setting for this course section

Teaching Method: Choose from the drop down menu the appropriate teaching method for this course section

Difficulty Level: Select from the down menu if AP course or IB course

Attendance Type: Mark every course as Instruction (Inst) in the Attendance type section

'Utilities' Menu

Utilities | System Utilities | System File Information

Data Steward - Data Policy Management and Research

The screenshot shows a software window titled "Record will be Changed" with a close button in the top right corner. The window contains several tabs: "School Information", "System Information", "System Information 2", and "System Information 3". The "School Information" tab is active. It features a form with the following fields and sections:

- Code:** A text box containing "199".
- System Password:** A text box containing "xxxx".
- Name:** A text box containing "Kentucky Elementary Test School".
- Mailing Address:** A section containing:
 - Address 1:** "123 Main Avenue"
 - Address 2:** An empty text box.
 - City:** "Test City", **St:** "KY", **Zip:** "64009".
- Physical Address:** A section containing:
 - Address 1:** "123 Main Avenue"
 - Address 2:** An empty text box.
 - City:** "Test City", **St:** "KY", **Zip:** "64009".
- Phone:** "(270) 555-5555", **Fax:** An empty text box.
- E-mail:** An empty text box.
- School Number:** "199", **District Number:** "001".
- District Name:** A dropdown menu showing "Adair County".
- Principal:** "Mr. Kentucky Principal".
- School Type:** A dropdown menu showing "Elementary School".
- Gen Fee:** "\$0.00".
- Terms:** A section with "1" in a dropdown, "Per: 1" in a dropdown, and "Lunch: 1" in a dropdown. Below this is a text box containing "1: Term 1".
- Title 1 options:** Three checkboxes: "Title 1 - IAS", "Title 1 - SWP", and "Title 1 - Eligible but Not Served".
- School Year:** Two dropdown menus showing "2006" and "2007".
- Grades:** Two dropdown menus showing "0" and "6".
- Buttons:** "OK" and "Cancel" buttons at the bottom right.

Table Name/Description – System Table (sys table)

Code: Enter the 3-digit location number assigned by KDE

System Password: System password should not be default password when software first installed (i.e. pass); up to 8 characters; all users should not have access to this password

Name: Enter official school name

Mailing Address 1: *Mailing* address of school; use standard USPS abbreviations: PO Box
NO PUNCTUATION, TOGGLE CASE
To view the guidelines for address standardization at
<http://www.abspresort.com/client/addstan.htm>

City: Enter the city of school's *mailing* address

State: Enter the state of school's *mailing* address (system defaults to KY)

Zip Code: Enter the zip code of school's *mailing* address

Physical Address 2: *Physical* address of school; use standard USPS abbreviations: Court - Ct; Road - Rd; Avenue - Ave; Street - St; Boulevard - Blvd; Parkway - Pkwy; Highway - Hwy; Route - Rt; Lane - Ln; Circle - Cir; Place - Pl; Drive - Dr
NO PUNCTUATION, TOGGLE CASE
To view the guidelines for address standardization at
<http://www.abspresort.com/client/addstan.htm>
If mailing address is same as physical, use shortcut F12

City: Enter the city of school's *physical* address

State: Enter the state of school's *physical* address (system defaults to KY)

Zip Code: Enter the zip code of school's *physical* address

Phone: Enter the school's phone number: Format: (###) ###-####

Fax: Enter the school's fax number: Format: (###) ###-####

District Name: Use the drop down menu to select the district name, this will auto populate the district number

Principal: Enter full legal name of school principal

School Type: Use the drop down menu to select the school type (Elementary, High School, Middle School, etc...)

General Fee: If the SCHOOL charges a general fee for students to attend, the amount should be entered in this one location. It is not necessary to track student payments.

Terms: Enter the number of times credit is issued during the academic year, or the shortest amount of time a class rotation lasts. These are NOT the same as grading periods.

Periods: Enter the number of instructional periods in school day

Title 1-TAS (Targeted Assistance School): A school that is served by Title 1-A and is ineligible or chooses not to be a school wide program. In a Title 1-A (TAS) funds may only be used for programs that provide supplemental services to eligible children identified as having the greatest need for special assistance.

Title 1-SWP (School-wide Program): A school that is served by Title 1-A and has at least 40% low-income families and choose to be a school wide program. In SWP, Title 1-A funds may be used together with federal, state and local funds to upgrade the entire educational program of a school. Only the funds are supplemental particular students are not identified for services. Title 1 funds support all teachers and para-educators

If this selection is made, you do not have to choose Title 1 on Student Demographics for all students.

Title 1-Eligible but not served: A school that is eligible for Title 1-A but not served.

School Year: Enter first year (1st semester) and second year (2nd semester) of school year (Format: CCYY)

Grades: Enter high and low grades for school

Data Steward - School Finance

Table Name/Description – Attendance System Table (ats tables)

Day Types/Instructional Minutes: Enter the attendance day types and the total number of instructional minutes in the specified day type

Utilites | Attendance | Calendar

Data Steward – School Finance

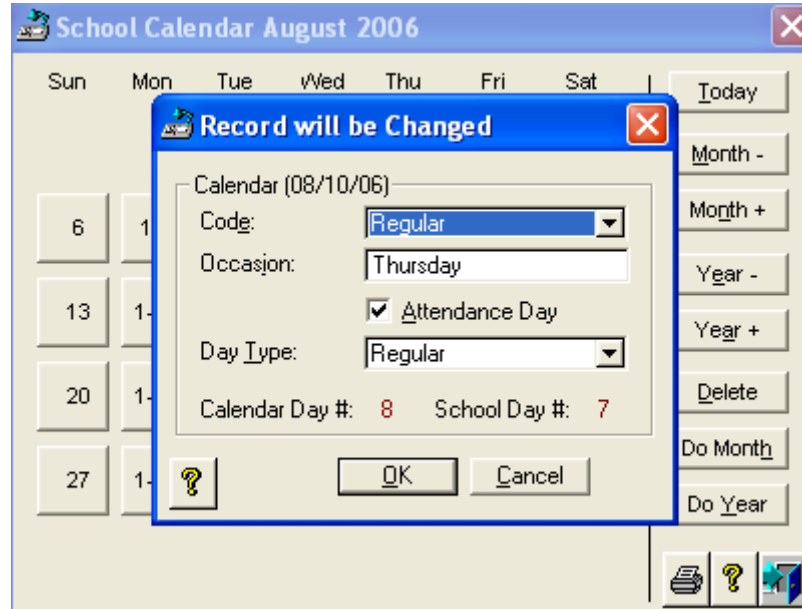


Table Name/Description – Calendar Table (cal tables)

Code: Choose from drop down menu Standard Calendar Codes for each day in the school calendar

Occasion (day of week): Should be day of week (Monday, etc.) or one of the following standard Occasion descriptions for days which are non-attendance days: Opening (O), Closing (C), Equivalent Day (teacher) (E), Professional Development (P), Holiday (H), Planning (G), Disaster (D), +Other (M), +Weather (W), +Break (K), +Make UP (U)

Attendance Day: Check if day is to be included as part of the school calendar

Day Type: Choose from drop down menu the day type for each attendance day (Regular, Extended, Delay, etc)

Utilites | Attendance | State Attendance File

Data Steward – School Finance

Record will be Changed

State Attendance System File

Attendance Months					
01:	8/01/06	20	8/28/06	<input type="checkbox"/> Closed	1
02:	8/29/06	20	9/25/06	<input type="checkbox"/>	1
03:	9/26/06	20	11/08/06	<input type="checkbox"/>	0
04:	11/09/06	20	12/07/06	<input type="checkbox"/>	2
05:	12/08/06	20	1/16/07	<input type="checkbox"/>	2
06:	1/17/07	20	2/13/07	<input type="checkbox"/>	0
07:	2/14/07	20	3/13/07	<input type="checkbox"/>	2
08:	3/14/07	20	4/24/07	<input type="checkbox"/>	0
09:	4/25/07	20	5/22/07	<input type="checkbox"/>	1
10:	5/23/07	5	5/30/07	<input type="checkbox"/>	1
11:		0		<input type="checkbox"/>	0
12:		0		<input type="checkbox"/>	0

Report Orders

☒ Grade
☐ Home Room

Last Run Date(s)

Principal's Register: 10/14/04
PA-2: 10/14/04
PA-3: 6/15/06

☐ Include Discipline in Closed Months

OK Cancel

Attendance Months: Enter beginning and ending date of school calendar months; total should equal 20, excluding '+' days

Closed: Once all school attendance reports have been ran and verified the month should be closed to ensure certain items in the program cannot be altered

Utilities | Attendance | Schedule Type Definition

Data Steward – Curriculum

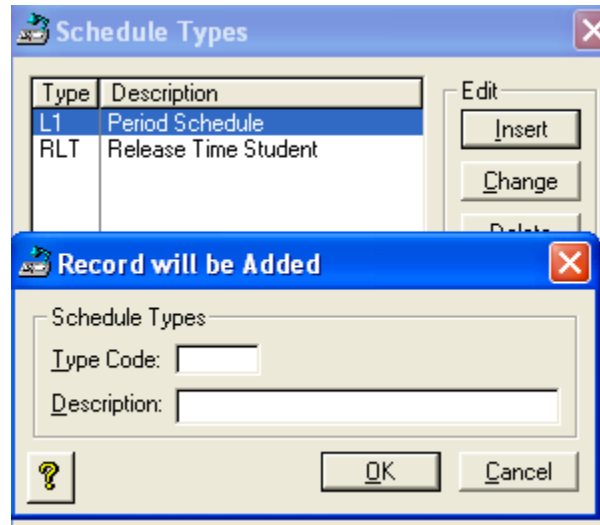


Table Name/Description – Schedule Type (Period Times) (ash tables)

Type Code: Enter a code for schedule type

Description: Enter the description for schedule type

Utilities | Attendance | Schedule Type Definition-Define

Data Steward - School Finance

The screenshot shows the 'Schedule Types' window with a table of schedule periods. The table has columns: Start, End, Pd, and T. The data rows are:

Start	End	Pd	T
8:00AM	8:10AM	H	I
8:10AM	9:10AM	1	I
9:10AM	10:10AM	2	I
10:10AM	11:10AM	3	I
11:10AM	12:50PM	L	I
12:50PM	1:50PM	4	I
1:50PM	2:50PM	5	I

Below the table are buttons for 'Insert', 'Change', 'Delete', and a 'Cycle' checkbox. A 'Record will be Added (Period Schedul...' dialog box is open in the foreground, showing fields for 'Starting Time', 'Ending Time', 'Period', and 'Type' (with radio buttons for 'Instructional' and 'Lookup in Master').

Table Name/Description – Schedule Period Times Detail (asx table)

If a student is less than full-time, set up a schedule type for each individual or group of students for a particular schedule, full-time students, the schedule type needs to define the entire school attendance day

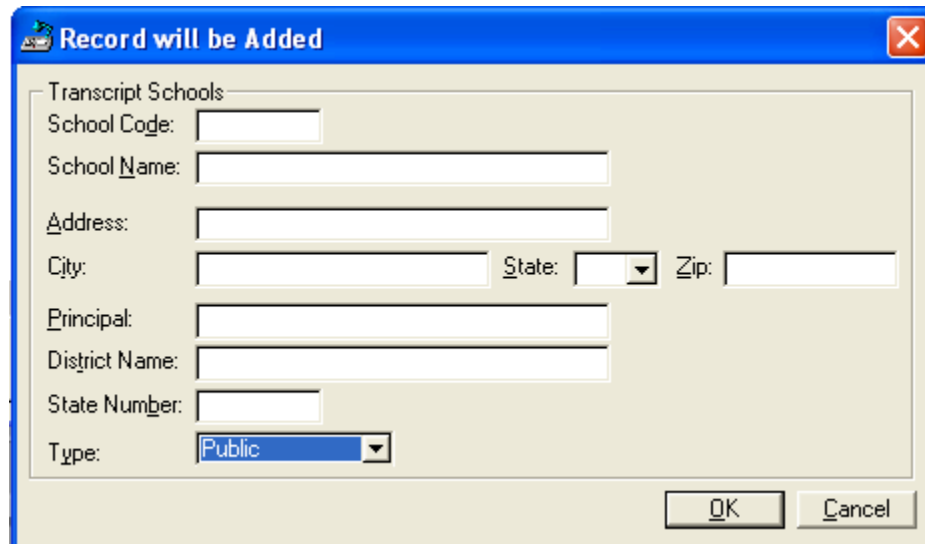
Starting Time: Enter the starting time for specified period

Ending Time: Enter the ending time for specified period

Period: Enter the period code/number for specified definition

Utilities | Transcripts | Schools

Data Steward – Data Policy Management and Research



Record will be Added

Transcript Schools

School Code:

School Name:

Address:

City: State: Zip:

Principal:

District Name:

State Number:

Type:

OK Cancel

Table Name/Description – Transcript Table (psc tables)

School Code: 3-digit location number assigned by KDE

School Name: Enter the official school name

Address: *Mailing* address; standard USPS abbreviations: Court - Ct; Road - Rd; Avenue - Ave; Street - St; Boulevard - Blvd; Parkway - Pkwy; Highway - Hwy; Route - Rte; Lane - Ln; Circle - Cir; Place - Pl; Drive - Dr

NO PUNCTUATION; TOGGLE CASE

To view the guidelines for address standardization at

<http://www.abspresort.com/client/addstan.htm>

City: City of *mailing* address

State: State of school's *mailing* address

Zip Code: Zip code of *mailing* address-5 digit code required; 4 digit extended zip code optional

Principal: Full and Legal Name of school principal

District Name: Enter the district name in which the school is located

State Number: Enter the appropriate 6 digits. A combination of the KDE assigned district and location number

School Type: Select the appropriate school type (public, non-public, etc)

